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ABSTRACT

In recent years, educational administration has made good developmental progress in Israel. From a marginal standing as a professional field, with a flimsy academic base, it has now attained a capability to accommodate advanced models in research and in the preparation of school administrators. The imprints of the American influence can be seen in much of this developmental progress. The American influence is seen in the influential Israelis who have advanced degrees from American universities. The University of Haifa is particularly strong in educational administration. Only at the University of Haifa is there a clearly visible commitment to, and a substantial institutional support for, educational administration. The university offers the only masters program in educational administration in Israel and houses the Center for Educational Administration, a research center. (Author/IRT)

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Educational Administration in Israel

Impressions of a Developing Field

by
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A sabbatical year spent in Israel hardly qualifies anyone as an expert about any aspect of its culture; even if the country is no larger than the State of New Jersey in land area and has a population about that of Minnesota--3,500,000. Culture, every culture, is much too deeply embedded in complexity and does not expose its essences to telescoped viewing, but one does form impressions. Mine were formed in the course of professional activities which were supported equally by the Ministry of Education and Culture and the University of Haifa.

One such impression, and it is **global** in sweep, is that Educational Administration in Israel has made good developmental progress in recent years. From a marginal standing as a professional field, with a flimsy academic base, it has now attained a capability to accommodate advanced models in research and in the preparation of school administrators. Even more encouraging to the field are signaled intentions from the Ministry of Education and Culture, as well as from academia, to make the most of this "take-off" readiness. And in much of this developmental progress can be seen imprints of the American influence.

My perception of an "American influence" did not come through the deceptive prism of ethnocentrism. Everywhere in Israel there is great interest in the alternative models of school organization which have mushroomed in the United States during the past two decades and, as I will detail later, Israelis have been attracted to American universities for advanced degrees in Educational Administration. The reason for this turn brings me to another general impression.

School organization in Israel--higher education and the lower schools--is still, by and large, locked into traditional European models. Israelis are quick to explain that this condition is cultural residue of a past, 1900-1948, during which relationships with European society largely dominated all educational development. During the pre-state period, Jewish communities in Europe, through such philanthropic organizations as the *Alliance Israelite Universelle* and the *Hilfsverein der Deutschen Juden,* began in the early 1900's to establish elementary schools and teacher-training seminaries along European models. And, of course, the British Mandatory period, 1920-1948, tended to sustain the European influence.

American ideas of education first confronted this European influence in the arena of secondary schooling. In the 1920's, there were only three secondary schools in the *Yishuv*--a Hebraic reference to pre-state Israel--and each of them were structured in the European mold: Herzliah Gymnasium in Tel Aviv, Hebrew Gymnasium in Jerusalem, and the Reali School in Haifa. Then, with an influx of American settlers--*ohlim* in Hebrew--familiar with the ideas of Progressive Education, European formalism in education encountered for the first time the challenge of an alternative.

Dr. Alexander M. Dushkin, a University of Chicago PhD., whose philosophy of education was rooted in John Dewey's Experimentalism, arrived in Jerusalem in the middle 1930's and proceeded to reshape secondary education at Hebrew University. He stressed elective studies, pre-vocational exploratory guidance, extra-curricular activities, and, in the manner of our own regional accrediting associations, he instituted a Hebrew University accreditation of high schools.

Dushkin's intervention, to be sure, did succeed in

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breaking the steely grip of European conventions in education, at least in curriculum construction, but their influence was not entirely obliterated from the *Yishuv's* cultural memory bank. So it was that soon after the State of Israel was established, and following the English and French tradition of external examinations, the Ministry of Education and Culture struck down Dushkin's University-based accreditation and instituted in its stead a rigid matriculation certification by examination--called *te'udat bagrut*. But the American "connection" was by no means broken.

Since the late 1950's, there has been a steady stream of Israelis to American universities for advanced degrees in all fields of education. News of the Cooperative Program in Educational Administration, formation of UCEA, the appearance of *Educational Administration Quarterly*, and other such energizing events attracted a number of them to doctoral programs in Educational Administration. Those who hold American doctorates and are now professionally in Educational Administration in Israel, and whose work is known to me, include Dr. Dan E. Inbar of Hebrew University (University of California, Berkeley), Dr. Ephraim Ben Baruch of Ben Gurion University in the Negev (Harvard), Dr. Dan Ronan of the Ministry of Education and Culture (University of Syracuse), and Dr. Joseph Goldstein of the University of Haifa and the Ministry of Education and Culture (University of Minnesota). Each of these is advantageously situated in professional education to extend the American influence in Educational Administration. I will highlight several instances.

Dan Inbar's major research areas are interrelated: school organization, educational planning, and Futurology. He has an impressive publications record, made in both Israeli and American journals, and he has been appointed by the Ministry of Education and Culture to a "Committee on Education 1980" whose mission parallels that of our own NCPEA "Committee for the Year 1985." During my stay in Israel, he was Acting Head, Division of Educational Planning and Administration, School of Education, at Hebrew University, Jerusalem.

Ephraim Ben Baruch's central interest is theory. His doctoral thesis at Harvard, "Problems in Typology of Organizations: With a Particular Emphasis on Educational Organizations," 1974, shows him in good command of the wide-ranging theoretic content in our field and well grounded in philosophy of social science. It is a dissertation which should be published. Commencing with academic year 1976-77, Ben Baruch will head the Department of Education at Ben Gurion University--formerly University of the Negev.

Joseph Goldstein personifies the American influence in Israeli Educational Administration more than any other. He has been at it longer--since the early 1960's when he returned to Israel with a Minnesota doctorate--and he is better "connected" in professional education.

Actually, Goldstein holds positions in two administratively separated systems. He has senior academic rank at the University of Haifa and he is Commissioner of Education for Northern Israel in the Ministry of Education and Culture. Israel has a centralized national school system which is divided into five districts. Each district is under the administrative control of a Commissioner--comparable to our Superintendent of Schools. And I indulge no hyperbole in noting he has still a third role as Director of the Center for Educational Administration, modeled after the University of Oregon's CASEA, and co-founded by the Ministry of Education and Culture and the University of Haifa out of leadership initiative provided by Goldstein.

I have dwelled on Goldstein at some length because the collected impact of his many activities points me to still another general impression; namely, the University of Haifa is the energizing center for the developing field of Educational Administration in Israel. Elsewhere, in the other Israeli universities, Educational Administration is advanced by individual academic initiatives of faculty such as Inbar and Ben Baruch. Only at the University of Haifa is there a clearly visible commitment to, and a substantial institutional support for, Educational Adminstration. The remainder of my report will elaborate on this impression.

The University of Haifa

The University of Haifa is a young institution, barely twelve years old. When I arrived there as Visiting Professor for the 1974-75 academic year, it offered only two graduate-level programs in education: Curriculum and Educational Psychology. A variety of constraints, all too familiar for those who follow events in the Middle East, would have delayed for some years the advent of an M.A. program in Educational Administration at the University of Haifa, but two intervening events accelerated the program development schedule at the University of Haifa.

First, the Ministry of Education and Culture joined in 1972 with the University of Haifa in founding a Center for Educational Administration, under the direction of Joseph Goldstein, at the University. Second, my appointment as a Program Associate by the Executive Committee of UCEA influenced Dean Joseph Schwarcz, of the School of Education at the University of Haifa, to form a committee for the construction of an M.A. program in Educational Administration. I was asked to serve as consultant to the committee. As a result of these two intervening events, a discrete M.A. program in Educational Administration--the first in Israel--has been fashioned at the University of Haifa and with these salient features:

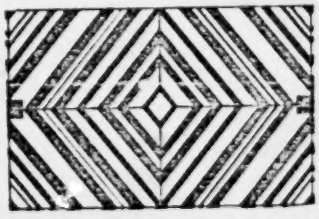
1. It has a pronounced interdisciplinary character.
2. It focuses the preparation of school administrators on three categories of skill: conceptual, interpersonal, and technical.
3. It includes a clinical experience in the field which is to be supervised and evaluated by the Center for Educational Administration.

Permit me at this juncture of my narrative a slight digression. I thank Dr. Jack Culbertson and the

Executive Committee of UCEA for the appointment as a first Program Associate in UCEA's international extension of its effort to assist universities in the design of preparatory programs for school administration. The wisdom of their decision has made its mark at the University of Haifa.

Now, more about the Center for Educational Administration at the University of Haifa.

As I indicated earlier, the center was formed in 1972. Control is vested in a Board of Directors which is composed of top-echelon administrators of the University of Haifa and the Ministry of Education and Culture. Its mission, to quote Goldstein, is "to establish a two-way bridge between theory and practice in Educational Administration." Mission-related activites include research, development, and the publication of a journal: *Studies in Educational Administration and Organization*. Since the Center's inception in 1972, research has registered an impressive track record. No less than seven major research projects were in progress during my stay at the University of Haifa. Nearly all are now completed and are being readied for publication. Since my return home a report of Joseph Goldstein's own investigation has been prepared as a journal article, "Differential Staffing and Organization of Secondary Schools in Israel," and that it has been accepted for publication in *Educational Administration Quarterly*. Current research interests in the Center can be gleaned from the following representative selection of working titles: "Stress Factors in the Administration of Elementary Schools," "Authoritarian and Non-Authoritarian Approaches to Secondary School Supervision," "Role Expectations in the Supervision of Pre-School Education."



Development activity in the Center has produced, among others, the first simulation materials, modeled after UCEA's Whitman Elementary School, for the preparation of school administrators in Israel. My own contribution to this work was in directing a development team of technically resourceful and intellectually talented Israelis. (One of these especially, School Inspector Eliezer Gat of the Ministry of Education and Culture will, I hope, soon obtain the support for a doctorate in Educational Administration at the University of Minnesota). This simulation was field tested in Haifa during my time there and, since then, it has been further tested in the field in Tel Aviv and Jerusalem. Each of these tests was under the direction of Eliezer Gat and in each instance, according to Gat, the results were gratifying.

Studies in Educational Administration and Organization is a refereed journal. In its first issue, reflecting the American influence on the developing field, the honor of a lead article was accorded Professor Daniel Griffiths of New York University. The journal is published in Hebrew, but each article is abstracted in English. On request any article is translated into English by the Center, gratis, and mailed. A pity ERIC for Educational Administration at the University of Oregon has not yet brought *Studies in Educational Administration and Organization* into the pool of coded literature in our field.

Postscript

In my own view in the developing field of Educational Administration in Israel is looking to America for models and colleagueship. There is an American "connection" and the Israelis want to enlarge it. Joseph Goldstein has taken the initiative to establish a relationship between Educational Administration in Israel and UCEA, similar to that of the English Commonwealth Countries. Our colleagues in Israel would be delighted to make host arrangements in Jerusalem for some future International Visitation Conference. Israelis are mavelous hosts.

Already there is a considerable traffic in Educational Administration between the United States and Israel, although at present, it is largely one-way. However, through the instrumentality of an arrangement with UCEA, the traffic can be made two-way. Faculty exchanges between Israeli universities and UCEA member universities, collaboration in intercultural research, jointly authored publications, and the like come to mind as possible beneficiaries of such an arrangement.

One last observation - Israel, its modest scale notwithstanding, is a land of fascinating varieties. Desert, ocean, mountain, orchard and olive grove, farm and city, coral reef and ski slope all are features of its terrain. Variety is also a distinctive characteristic of Israeli culture. A case in point is my reference earlier to school organization.

It is, indeed, my impression that school organization in Israel is still by and large locked into traditional European models. But there are exceptions. The Boarding School in the kibbutz community and the Youth Village, patterned after the ideas of Makharenko and Gorki, are no prisoners of the past. I wish Indian leadership in American education could study first-hand the Youth Village in Israel as a possible alternative to the boarding school model of the Bureau of Indian Affairs.

Altogether, then, my impressions of Educational Administration in Israel are those of a short-term participant observer. I saw there leadership initiative and a readiness to move the field forward. We can help our Israeli colleagues by enlarging the scope of our interactions with them. Some preliminary discussion is underway, and I became aware of this at the UCEA Plenary Session last Fall, to form a World Council for Educational Administration. My hunch is the Israeli response to such a proposal would be *nachon*--the Hebrew equivalent of "right on." □